

Undervisningsportfolio

1. Undervisnings-CV: Oversigt over undervisnings- og vejledningsopgaver med angivelse af fagområder, omfang, undervisningsniveau (bachelor, kandidat, efter-/videreuddannelse, ph.d.). Type af undervisningsform angives, f.eks. forelæsning, holdundervisning, øvelse, vejledning, eksamination, censur, fjernundervisning, internetbaseret undervisning og evaluering af undervisning. Undervisningssprog angives.

Skriv dit sv2007 Lecturer for courses in Gastrointestinal Anatomy, Physiology, and Biochemistry for Medicine with Industrial Specialisation, Aalborg University.

2009 - 2011 Lecturer for courses in Clinical Gastroenterology and Hepatology for Medical Master Students, Aalborg Hospital, Aarhus University.

2007, 2010, 2012, 2024 Staff Meeting lecturer, Aalborg University Hospital

2014-2015 Lecturer and coordinator for Clinical Gastroenterology and Hepatology for Medical Master Students, Aalborg University.

2017 – 2020 Lecturer for the Evidence Based Medicine course, United European Gastroenterology Week (UEGW), United European Gastroenterology (UEG), Barcelona, Vienna

2018 – 2023 Lecturer on the annual Research Training Course, Centre for Clinical Research for all new researchers in the North Denmark Region, The North Regional Hospital

2020 - 2021 Lecturer in Clinical Gastroenterology and Hepatology for Medical Master's Students, The North Regional Hospital

2021 – Present. Lecturer in Emergency Medicine for Medical Master's Students, Aalborg University

2021 – Present. Guidance of four medical bachelor's groups who have all published their work in peer reviewed journals.

2021 – Present. Guidance of four medical master's groups

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2. Administration og ledelse af uddannelse: Erfaring med uddannelsesledelse og –koordinering. Oversigt over studieadministrative opgaver, eksempelvis medlem af studienævn, studieleder, semesterkoordinator, fagkoordinator, akkreditering m.v. Erfaringer med planlægning af uddannelsesafvikling. Erfaring med udvikling af uddannelser. Deltagelse i udvalg, kommissioner m.m. vedr. uddannelse.

Skriv di2017 – 2020. Lecturer and planner for the Evidence Based Medicine course, United European Gastroenterology Week (UEGW), United European Gastroenterology (UEG), Barcelona, Vienna

2020 – 2021. Coordinator for startup and teaching of Medical Marster's Students at Department of Medicine, The North Denmark Regional Hospital, Hjørring for Aalborg University.

2021 – Present. Planning and execution of biannual "Research Week's" for doctors and Medical Master's Students, Department of Emergency Medicine and Trauma Center.

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3. Formel pædagogisk uddannelse: Oversigt over gennemførte universitetspædagogiske kursusforløb, PBL-kurser, workshops, udviklingsprojekter, kollegial supervision o.l. Udtalelse fra universitetspædagogikum. Deltagelse i konferencer om pædagogik og didaktik. Dokumentation i form af kursusbeviser, udtalelser m.m. vedlægges.

Skri2020: Educational program for clinical instructors in the Master's program in Medicine, Aalborg University (pædagogisk forløb for kliniske undervisere ved kandidatuddannelsen i medicin, Aalborg Universitet)

2022, 2024: Pedagogical seminar, Rold, Aalborg University

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4. Andre kvalifikationer: Bidrag til konferencer, debatindlæg, videnskabelige artikler om pædagogiske emner m.v. Kollegasupervision, redaktørarbejde, erfaring som mentor og anden kompetenceudvikling.

Skriv dit 2024. Best poster at the national conference for quality in the Danish health system (RKKP)

2024. The innovation award, the North Denmark Region (Region Nordjyllands Idépris)

2023 Best oral presentation, Abstract Session. UEG Week 2023, Vienna, Austria

2016. Best supervisor in internal medicine, Department of Internal Medicine, the North Denmark Regional Hospital, Hjørring.

2015. Best Poster Presentation, NeuroGastro 2015, Istanbul, European Society of Neurogastroenterology and Motility.

2011. Poster Award. Annual Meeting in Danish Society for Gastroenterology and Hepatology.1

2010. Poster Award. PhD day, Aarhus University

2007. Poster Award. Annual Meeting in Danish Society for Gastroenterology and Hepatology
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5. Pædagogisk udvikling og forskning: Udvikling af nye kurser, undervisningsmateriale, undervisnings- og eksamensformer eller andet udviklingsarbejde. Didaktisk og pædagogisk forskning. Samarbejde med eksterne samarbejdspartnere.

SkriSince I began teaching medical students how to conduct research, I have developed a structured framework to support their learning process. This framework includes templates for writing abstracts and articles, managing projects, and securing collaboration agreements. This approach has been highly successful, as it provides students with the overview they often lack at the beginning of their research journey, thereby reducing stress. Furthermore, it helps them focus on the critical aspects of their projects at the appropriate stages, minimizing time wasted on tasks that require external assistance.v dit svar her...

6. Udtalelser om undervisningskompetencer fra foresatte og kolleger. Undervisningsevalueringer og eventuelle udmærkelser for undervisningsvaretagelse.

Skriv2010/2011 "Best Teacher of Internal Medicine" awarded by 12. semester medical students, Aalborg Hospital, Aarhus University dit svar her...

7. Evt. personlige refleksioner og initiativer: Personlige overvejelser knyttet til undervisning og vejledning, ønsker til og planer for pædagogisk videreudvikling, planer for opfølgning på undervisningsevalueringer m.v. Refleksioner over eget pædagogiske arbejde, dets målsætninger, metoder og gennemførelse. I refleksionen analyseres og motiveres dine pædagogiske aktiviteter i forhold til din pædagogiske forståelse og de studerendes læring. Tanker om undervisningsformen på Aalborg Universitet, der har et stort indhold af gruppeorganiseret projektarbejde og problembaseret læring (PBL).

Skriv diln May 2021, I assumed the role of Director of Research in the Department of Emergency Medicine, Aalborg University Hospital. Before my appointment, the department did not have a dedicated research director, or a culture focused on research. Key accomplishments during my tenure include the establishment of a thriving research environment and the formulation of the Acute Basic Palliation Concept.

The research start-up process in combination with many short-term employees quickly showed a need for developing research projects that were possible to complete in a short time frame. This resulted in development of a concept called "sniff research" (Snus til forskning) which have resulted in a very high number of young doctors, medical students as well as other types of employees participating in a research project while working in the department. As a deliberate department strategy, we chose to focus on patient centred research with the vision that all research should have consequence for the patient as soon as possible. An example of this, was the development of the "Acute Basic Palliation Concept" aiming to ensure that terminal patients in the department were offered the option to die at home regardless of the time of the day. Additionally, we wanted to secure high-quality end-of-life care by collaborating with palliation specialists, patient organisations, and specialists in Emergency Medicine (key publications: 68 and 69). The results have been remarkable despite the demanding 24/7 operational nature and the sector changes which typically pose challenges. To ensure, that the results benefit the patients in the entire region, I have established peer-reviewed regional hospital guidelines for Acute Basic Palliation based on the studies, successfully implemented the concept within our department, taught all doctors in the region via staff meetings, as well as nurses in the municipalities. Presently, efforts are underway to engage the politicians in ensuring that the concept will be a permanent part of hospital operations in all departments in the region and adapt the concept for direct application in the primary sector
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